

CONFIDENTIAL

121  
FILE *Training 3*

24 April 1969

NOTE FOR: Mr. Bannerman

SUBJECT : Report of Support Training Objectives  
Committee

1. This Staff has reviewed the Committee's report and suggests that you approve the recommendations stated in paragraph 4 of the report.

2. Should you approve, we have attached, for your signature, a memo to D/Pers concerning Program Assisted Instruction as recommended in paragraph 4b of subject paper.

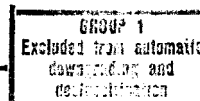
*LS/*  
JRP

Attachment

- O - Adse w/Orig & 1 of att (DD/S 69-1911)
- X - DD/S Subj w/cy of att (+ 1 cy of basic - DD/S 69-1910)
- 1 - DD/S Chrono w/cy of att (+1 cy of basic)
- 1 - SOS/DDS Chrono w/cy of att

DD/S69-1910: Memo dtd 6 Feb 69 to DD/S frm C/PAD/OP, same subj  
(Original sent back after DD/S approval of recommendations)

CONFIDENTIAL



STAT

Approved For Release 2003/05/05 : CIA-RDP84-00780R003100110055-8

Approved For Release 2003/05/05 : CIA-RDP84-00780R003100110055-8

CONFIDENTIAL

6 FEB 1969

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Report of Support Training Objectives Committee

1. Purpose: The Support Training Objectives Committee was set up in June 1967 to review Support Training Objectives in OTR Courses. It was to be a standing committee and make periodic reports with appropriate recommendations. A verbal report was rendered on 27 October 1967 and a survey of the courses was conducted during the ensuing six months. The Committee has been dormant since April 1968 and its membership changed. The purpose of this report is to summarize the findings and to seek guidance on the continuance of the Committee.

2. Background:

a. Methods: A complete set of course curricula were gathered from which listings of objectives and instructional inputs were compiled for each of the support offices excepting the Office of Training. Armed with these lists, the Committee then conducted interviews with the key training officers from each support office and with some students. The courses were grouped under four broad categories of objectives covering the 18 OTR courses having a support aspect. In order of descending specificity of objectives these categories are shown in Att. A.

b. The concentration in this study was on training objectives, which are defined as intended outcomes which describe what the participant will be doing when demonstrating his achievement of the objective. Unfortunately, only a few support training courses are subject to the precise measurement of behavioral or performance changes such as might prevail in an academic situation from whence the concept was borrowed. The approach was therefore modified to fit the pragmatic training situation. In management terms we have looked at support training from the standpoint of "out-puts." While doing so, an attempt was made to identify training situations which might represent opportunities for Program Assisted instruction.

3. Findings:

a. The Committee analysis and the consensus of opinion obtained in the interviews indicates that objectives are defined and are being met insofar as they can be clearly delineated. Herein lies the crux

CONFIDENTIAL

GROUP 1  
Excluded from automatic  
downgrading and  
declassification

# CONFIDENTIAL

of the problem. There are Skills and Technical Training Courses in which it is a relatively simple matter to state objectives in terms of specific terminal behavior and test for its accomplishment. Constant study and reassessment is necessary as the objectives become more nebulous; for example, it is rather difficult to show that you have improved managerial ability in a group in which each individual represents a different behavioral pattern. Many courses have multiple objectives; for example, the Support Services Review Course. Here the primary objective of the Deputy Director for Support is to improve inter-action between support officers on the job rather than to impart knowledge, although the latter is certainly a secondary purpose. The practical result of this priority is a change in the course to allow more free time and reduce time in class. The course about which there seemed to be the most doubt on objectives was the Mid Career Course although the course is held in high esteem and considered by the students to be a 'status' course.

b. From its study the Committee concluded that the setting of course objectives is a management responsibility which must be consistently exercised. Ways and means of achieving the objective can and should be left to the Office of Training with a strong assist from the Support Offices in the form of proper selection of Support Directorate students.

c. Just as management is responsible for setting objectives, the achievement of the objective is a function of quality of instruction and selection of student body. This truism raises the question of coherence and quality of courses which consist almost entirely of guest speaker type presentations. It is our conclusion that despite the best efforts of the Office of Training course leaders, there is considerable variation of quality on guest speaker type presentations and varying degrees of coordination among the guest speakers themselves. We offer the special coordination effort within the Office of Logistics as a model effort to overcome this difficulty.

d. There is the problem of relating a particular function or specialty to the total support picture. By now this is a well recognized problem which all the Support Offices are alerted to and endeavoring to overcome. We might almost state as a rule that the greater the technical competence and specialization, the greater is the trend to parochialism and unintelligible jargon used without regard to audience and with damage to the learning objective. Some guest speakers, when faced with this criticism, complain of lack of feedback to the individual speaker, evidently unaware that by allowing more audience time they could obtain instant feedback. Others are concerned by lack of knowledge of what the individual preceding him has said.

## CONFIDENTIAL

e. An objective which is outside the purview of the Committee deserves mention; namely, increased use of various training courses to improve communications and understanding between Agency Directorates. A good example is the recent transfer of the Administrative Procedures Course as previously conducted by the Operations School to the Support School thus making it available to Support Officers.

f. A form of Program Assisted Instruction is currently being employed in the Office of Logistics portion of the Field Finance and Logistics Course. The Office of Finance is planning to introduce program assisted instruction into their portion of the same course in the near future. This instructional technique, with further refinements, can find increased applicability in OTR Support Courses particularly those which are procedural in content.

#### 4. Recommendations:

a. The Support Training Objectives Committee was named as a standing committee to observe and report as the occasion warranted. We find that the instructors in the Office of Training and, to a lesser degree, the training officers in the Support Offices are alert to change and interested in objective oriented training courses. They cannot solve the large problem of establishing overall objectives and of relating training to career management which is necessary to improve training objectives. These are fundamental issues which require consideration at the Directorate level as part of the broader problem of career development.

b. Consideration should be given by the Office of Personnel to developing the use of Program Assisted Instruction in presenting the more technical aspects of regulations and procedures governing personnel administration.

c. Finally, and in view of the many personnel changes and the strong efforts by those directly responsible to define training objectives, it is recommended that the Support Training Objectives Committee be discontinued. The training coordination function can best be performed by the Chief of the Support School who can obtain guidance from the Deputy Director for Support on support training objectives, coordinate support office presentations and advise support training officers on student and program selection.

25X1



## CONFIDENTIAL

(1) Skills and Technical Training Objective

Clerical Refresher Training  
Field Finance and Logistics (OP, OL, OF)  
Supervision  
Administrative Procedures  
Operations Support (OS)

(2) Orientation Objective

Clerical Induction Training  
Clerical Orientation Training  
Introduction to Intelligence (OMS, OC, OL, OS and OP)  
Orientation to Intelligence for CTs (OMS, OC, OL, OS)  
ADP Orientation

(3) Review Objective

Support Services Review (OMS, OC, OL, OP, OS, OF)  
CS Review (OMS, OC, OP, OS)  
Support Services CT (OMS, OC, OL, OP, OS, OF)  
COS Seminar (OMS, OC, OL, OP, OS)  
CS Desk Orientation (OP, OS)

(4) General Abilities Training Objective

Management  
Managerial Grid  
Senior Management Seminar (Grid)  
Senior Management Seminar (Planning)  
Mid Career Executive Development (OMS, OC, OL, OP, OS, OF)

Note: Support Offices having inputs are shown in parens.

CONFIDENTIAL

The recommendations contained in paragraph 4 are approved:

SIGNED R. L. Bannerman

6 MAY 1969

---

R. L. Bannerman  
Deputy Director  
for Support

---

Date

Distribution:

- O - DD/S (To be returned to C/PAD/OP)
- ☒ - DD/S Subj
- 1 - DD/S Chrono

CONFIDENTIAL

DD/S 69-1911

6 MAY 1969

MEMORANDUM FOR: Director of Personnel

SUBJECT : Report of Support Training Objectives Committee

1. Following is extracted from the report dated 6 February 1969 submitted by the Support Training Objectives Committee.

4.b.

"Consideration should be given by the Office of Personnel to developing the use of Program Assisted Instruction in presenting the more technical aspects of regulations and procedures governing personnel administration."

2. Please give this matter your attention and follow up with Chief, Support School/OTR.

SIGNED R. L. Bannerman

R. L. Bannerman  
Deputy Director  
for Support

cc: Director of Training  
Distribution:

O & 1 - Adse  
✓ 1 - DD/S Subj  
1 - DD/S Chrono  
1 - SOS/DDS Chrono

SOS/DDS/JRP:lsm(24 Apr 69)

CONFIDENTIAL



STAT

Approved For Release 2003/05/05 : CIA-RDP84-00780R003100110055-8

Next 1 Page(s) In Document Exempt

Approved For Release 2003/05/05 : CIA-RDP84-00780R003100110055-8

**CONFIDENTIAL**

24 April 1969

NOTE FOR: Mr. Bannerman

SUBJECT : Report of Support Training Objectives  
Committee

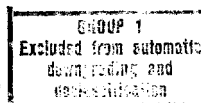
1. This Staff has reviewed the Committee's report and suggests that you approve the recommendations stated in paragraph 4 of the report.

2. Should you approve, we have attached, for your signature, a memo to D/Pers concerning Program Assisted Instruction as recommended in paragraph 4b of subject paper.

  
JRP

Attachment

**CONFIDENTIAL**



CONFIDENTIAL

6 FEB 1969

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Report of Support Training Objectives Committee

1. Purpose: The Support Training Objectives Committee was set up in June 1967 to review Support Training Objectives in OTR Courses. It was to be a standing committee and make periodic reports with appropriate recommendations. A verbal report was rendered on 27 October 1967 and a survey of the courses was conducted during the ensuing six months. The Committee has been dormant since April 1968 and its membership changed. The purpose of this report is to summarize the findings and to seek guidance on the continuance of the Committee.

2. Background:

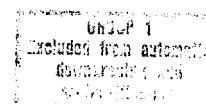
a. Methods: A complete set of course curricula were gathered from which listings of objectives and instructional inputs were compiled for each of the support offices excepting the Office of Training. Armed with these lists, the Committee then conducted interviews with the key training officers from each support office and with some students. The courses were grouped under four broad categories of objectives covering the 18 OTR courses having a support aspect. In order of descending specificity of objectives these categories are shown in Att. A.

b. The concentration in this study was on training objectives, which are defined as intended outcomes which describe what the participant will be doing when demonstrating his achievement of the objective. Unfortunately, only a few support training courses are subject to the precise measurement of behavioral or performance changes such as might prevail in an academic situation from whence the concept was borrowed. The approach was therefore modified to fit the pragmatic training situation. In management terms we have looked at support training from the standpoint of "out-puts." While doing so, an attempt was made to identify training situations which might represent opportunities for Program Assisted instruction.

3. Findings:

a. The Committee analysis and the consensus of opinion obtained in the interviews indicates that objectives are defined and are being met insofar as they can be clearly delineated. Herein lies the crux

CONFIDENTIAL



of the problem. There are Skills and Technical Training Courses in which it is a relatively simple matter to state objectives in terms of specific terminal behavior and test for its accomplishment. Constant study and reassessment is necessary as the objectives become more nebulous; for example, it is rather difficult to show that you have improved managerial ability in a group in which each individual represents a different behavioral pattern. Many courses have multiple objectives; for example, the Support Services Review Course. Here the primary objective of the Deputy Director for Support is to improve inter-action between support officers on the job rather than to impart knowledge, although the latter is certainly a secondary purpose. The practical result of this priority is a change in the course to allow more free time and reduce time in class. The course about which there seemed to be the most doubt on objectives was the Mid Career Course although the course is held in high esteem and considered by the students to be a 'status' course.

b. From its study the Committee concluded that the setting of course objectives is a management responsibility which must be consistently exercised. Ways and means of achieving the objective can and should be left to the Office of Training with a strong assist from the Support Offices in the form of proper selection of Support Directorate students.

c. Just as management is responsible for setting objectives, the achievement of the objective is a function of quality of instruction and selection of student body. This truism raises the question of coherence and quality of courses which consist almost entirely of guest speaker type presentations. It is our conclusion that despite the best efforts of the Office of Training course leaders, there is considerable variation of quality on guest speaker type presentations and varying degrees of coordination among the guest speakers themselves. We offer the special coordination effort within the Office of Logistics as a model effort to overcome this difficulty.

d. There is the problem of relating a particular function or specialty to the total support picture. By now this is a well recognized problem which all the Support Offices are alerted to and endeavoring to overcome. We might almost state as a rule that the greater the technical competence and specialization, the greater is the trend to parochialism and unintelligible jargon used without regard to audience and with damage to the learning objective. Some guest speakers, when faced with this criticism, complain of lack of feedback to the individual speaker, evidently unaware that by allowing more audience time they could obtain instant feedback. Others are concerned by lack of knowledge of what the individual preceding him has said.

CONFIDENTIAL

e. An objective which is outside the purview of the Committee deserves mention; namely, increased use of various training courses to improve communications and understanding between Agency Directorate. A good example is the recent transfer of the Administrative Procedures Course as previously conducted by the Operations School to the Support School thus making it available to Support Officers.

f. A form of Program Assisted Instruction is currently being employed in the Office of Logistics portion of the Field Finance and Logistics Course. The Office of Finance is planning to introduce program assisted instruction into their portion of the same course in the near future. This instructional technique, with further refinements, can find increased applicability in OTR Support Courses particularly those which are procedural in content.

#### 4. Recommendations:

a. The Support Training Objectives Committee was named as a standing committee to observe and report as the occasion warranted. We find that the instructors in the Office of Training and, to a lesser degree, the training officers in the Support Offices are alert to change and interested in objective oriented training courses. They cannot solve the large problem of establishing overall objectives and of relating training to career management which is necessary to improve training objectives. These are fundamental issues which require consideration at the Directorate level as part of the broader problem of career development.

b. Consideration should be given by the Office of Personnel to developing the use of Program Assisted Instruction in presenting the more technical aspects of regulations and procedures governing personnel administration.

c. Finally, and in view of the many personnel changes and the strong efforts by those directly responsible to define training objectives, it is recommended that the Support Training Objectives Committee be discontinued. The training coordination function can best be performed by the Chief of the Support School who can obtain guidance from the Deputy Director for Support on support training objectives, coordinate support office presentations and advise support training officers on student and program selection.



25X1

CONFIDENTIAL

~~CONFIDENTIAL~~

(1) Skills and Technical Training Objective

Clerical Refresher Training  
Field Finance and Logistics (OP, OL, OF)  
Supervision  
Administrative Procedures  
Operations Support (OS)

(2) Orientation Objective

Clerical Induction Training  
Clerical Orientation Training  
Introduction to Intelligence (OMS, OC, OL, OS and OP)  
Orientation to Intelligence for CTs (OMS, OC, OL, OS)  
ADP Orientation

(3) Review Objective

Support Services Review (OMS, OC, OL, OP, OS, OF)  
CS Review (OMS, OC, OP, OS)  
Support Services CT (OMS, OC, OL, OP, OS, OF)  
COS Seminar (OMS, OC, OL, OP, OS)  
CS Desk Orientation (OP, OS)

(4) General Abilities Training Objective

Management  
Managerial Grid  
Senior Management Seminar (Grid)  
Senior Management Seminar (Planning)  
Mid Career Executive Development (OMS, OC, OL, OP, OS, OF)

Note: Support Offices having inputs are shown in parens.

CONFIDENTIAL

CONFIDENTIAL

The recommendations contained in paragraph 4 are approved:

25X1



K. L. Bannerman  
Deputy Director  
for Support

6 May 69  
Date

Distribution:

- O - DD/S (To be returned to C/PAD/OP)
- 1 - DD/S Subj
- 1 - DD/S Chrono

CONFIDENTIAL

**CONFIDENTIAL**

Approved For Release 2003/05/05 : CIA-RDP84-00780R003100110055-8

DD/S 69-1911

6 MAY 1969

MEMORANDUM FOR: Director of Personnel

SUBJECT : Report of Support Training Objectives Committee

1. Following is extracted from the report dated 6 February 1969 submitted by the Support Training Objectives Committee.

4.b.

"Consideration should be given by the Office of Personnel to developing the use of Program Assisted Instruction in presenting the more technical aspects of regulations and procedures governing personnel administration."

2. Please give this matter your attention and follow up with Chief, Support School/OTR.

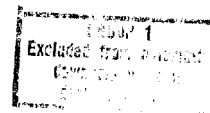


R. L. Bammerman  
Deputy Director  
for Support

25X1

cc: Director of Training

**CONFIDENTIAL**



Approved For Release 2003/05/05 : CIA-RDP84-00780R003100110055-8